

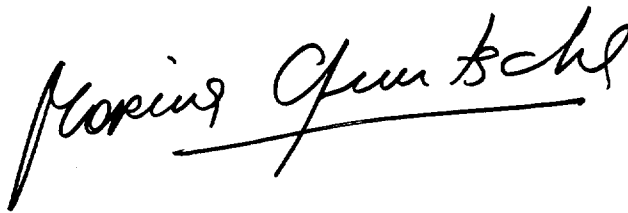
Teaching the Indigenous Civilizations of Hispanic America

An Honors Thesis (HONRS 499)

by

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A handwritten signature in black ink, reading "Marina Guntsche". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Ball State University

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Los indígenas



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# *Abstract*

## Abstract

This teaching unit, designed to last a *minimum* of three weeks, will provide a broad overview of two important precolombian civilizations: the Aztec and the Inca. Second and third year Spanish students will be translating, actively viewing videos, reading text selections, writing expressively, and working cooperatively. The pedagogy behind this unit includes content, cooperative, and active learning, and the Before-During-After model. The culminating activity will be the creation of a mural. Students will select a theme, create rough drafts on paper, and paint on the actual classroom wall(s). This mural will be in the precolombian style and will reflect a student-selected aspect of their new knowledge.

*Pedagogy*

### The Pedagogy

The precolombian history of the Americas is barely taught in United States classrooms. Yet it is a rich history, a history worthy of more study. The peoples who inhabited this continent were creative peoples: they constructed magnificent buildings and temples; they fashioned beautiful sculpture and jewelry; they developed awe-inspiring mythologies and legends. They were magnificent warriors, gentle musicians, savvy merchants, accurate astronomers, and able states people. In short, their histories deserve to be remembered--they deserve to be taught to the modern inhabitants of this continent .

This three week teaching unit is designed to briefly tell the stories of the Aztec and Inca civilizations. These were the most powerful civilizations in the Americas immediately before the European Conquest; in fact, it has been argued that the Aztec empire was "the most powerful empire in the history of North America" (*500 Nations*, 86). This teaching unit is designed to be used in a second or third year Spanish class at the high school level. It is the author's belief that students in the United States, especially, should be more knowledgeable about their neighbors--and their neighbors' ancestry. The U.S. has certainly not always been a "Good Neighbor." To begin to combat this unfortunate happenstance, American

students can learn more about, and begin to appreciate, the unique histories of their neighbors. Clarence H. Haring, in his book *South America Looks at the United States*, writes that

Latin Americans hate, admire, envy and fear the United States at one and the same time. But they also feel the difference of race. They have difficulty in understanding the psychology of the "gringo," or Anglo-Saxon. He is always something of a mystery to them. The Anglo-Saxon, incidentally, seems to have as much difficulty in arriving at a sympathetic appreciation of the Latin. This psychological difference, [Haring] believes, is often exaggerated. It is exaggerated by those too stupid or lazy to make the effort to understand an alien attitude of mind; it is over-emphasized by individuals who have a special interest in widening the breach between the two racial groups. It is, moreover, more easily talked about than defined... (63).

This unit's primary objective, therefore, is to survey the cultural, historical, religious, governmental, and societal aspects of the Aztec and Inca civilizations. To be sure, this unit cannot cover the entirety of this objective; it can only skim the surface. It is the author's hope that it will stimulate interest and discussion among the students. Students will be actively involved through skits, music, painting, construction paper creations, and more. They will have opportunities to create bingo cards, crossword puzzles, and word searches for extra credit. As a final activity, students will create a mural in the classroom. (Permission from school

authorities will naturally be obtained.) Students will vote on an indigenous theme, and *every* student will participate in *all* stages of the painting. This mural will be *their* legacy to the future students of this school.

The emphasis in this unit is clearly on content, therefore, most discussion and lecture will be conducted in English. Students will have the opportunity to practice their Spanish skills, however, through the use of Spanish reading selections and a brief review of grammatical points such as verb tenses and noun-verb-modifier agreement. It is the author's belief that this content, which is designed to cross stereotypes and preconceptions, may be best learned in the students' native language at this level of second language study.

Students will also work cooperatively. It is the author's belief that students need to develop interpersonal skills that will aid them in the work force. Working together and merging individual strengths and weaknesses in order to accomplish a common goal is certainly *not* an inborn skill. It is a learned skill that requires much practice. Students will be grouped randomly so that they can experience working together with people with a wide range of differing abilities.



This teaching unit reflects the concept of student as worker. It is the author's belief that students learn more when they are actively involved. Students are more interested in what they do--which minimizes student disruption and "acting up." Students look forward to coming to class. It is a place where they are learning to become adults (cooperative work, cultural and ethnic learning, etc.), yet it is also a place where they can still be youths (coloring, bingo, etc.). Active learning also improves retention of the material.

The lesson plans in this teaching unit follow the Before-During-After teaching model. Most days begin with a review of the material through the use of a "web" of facts on the chalkboard. Students will copy this web into their notebooks and will expand upon it as they learn more. Two webs will be created; one for each civilization. The during portion of this model involves content literacy guides (commonly known as "study guides") that keep the students' attention on the text, whether it is from the textbook (*!Ya verás!*, a level II text from Macmillan) or from a video (either Time-Life's *Lost Civilizations* or Tig Productions' *500 Nations*).

# *Content*

## The Content

The history of the Aztec and Incan civilizations can hardly be covered in a three week unit; condensation of the material was required. Only the most important historical points could be taught, which is a regrettable necessity. It is this author's opinion that each civilization could easily consume an entire year of high school study. The information in the following pages was derived mainly from the two videos used in this teaching unit: *500 Nations* and *Lost Civilizations*. This information should serve as a summary of those videos.

## The Aztecs

When Hernán Cortés landed on the shores of Mexico in 1519, he discovered a deeply religious warrior society. The Aztecs were originally nomadic people, considered barbarous by their neighbors, who then forced the newcomers into exile. The Mexicas or Tenochas (as they called themselves), slowly gained power as they began to work as mercenaries. When the opportunity arose two hundred years after their exile, they conquered their neighbors and demanded a staggering amount of tribute from them. The demands included quetzal feathers, gold, and human prisoners. The prisoners were to be sacrificed to the Aztec gods. Thus, Cortés found allies in the tributary states and in 1520 he was able to defeat the Aztecs.

One of the wonders produced by the Aztec society was the great city of Tenochtitlán. The people believed that their gods had promised them a homeland, and when they saw the sign of the eagle struggling with the serpent while perched on a nopal cactus, they were to stop their wanderings. The Mexica saw this prophetic sign on an island in the middle of a swamp. They reclaimed the land through the use of *chinampas*, or floating rafts covered in soil. They built three great causeways to connect their island to the mainland. They dug canals from four miles away to bring fresh water. They created a huge marketplace in the center of their capital, for their power was, principally, economic. The highly trained warriors fought primarily to retain the flow of tributes into the city.

Cortés was aided by the religious beliefs of the emperor. Mocteczuma believed that Cortés might be the god Quetzalcoatl, who had sailed east from the Gulf of Mexico, promising to return. Cortés was white, wore shiny and hard protective clothing, and rode a majestic animal--exactly how the legend described Quetzalcoatl. Mocteczuma's hesitation in destroying the newcomer proved to be his downfall. Today, his brother Cuauhtémoc is considered a national hero because it was he who fought against the conquistadors. Unfortunately for the Mexica, both brothers were killed by Cortés.

The civilization fell in 1520, although resistance was continued. The shining city of Tenochtitlán was destroyed by the Spaniards, who then built upon its ruins.

### **The Incas**

The Incan civilization was far more peaceful than the Aztec. They were a religious people who were poets, engineers, architects, diplomats, farmers, athletes, and surgeons. They lived in some of the most perilous regions of the world: the Andes mountains of Peru--second in height only to the Himalayas. The area was subject to little rainfall, earthquakes, volcanoes, and perilously thin air. The native civilizations adapted to their environment for over 5000 years. The Incan culture was simply the culmination of that adaptation; they had ruled for barely over 100 years.

The Incas were great states people. The peoples that they conquered were allowed to retain their local government, while it reported to the Incan capital of Cuzco. It was not uncommon for a custom of the conquered peoples to be adopted by the Incas. A system of roads connected every town and village to Cuzco, and runners carried messages to and from them every day.

Other adaptations included the terrace fields that were cut into the mountain sides. Irrigation and drinking canals were dug wherever possible. Perhaps the most amazing feat of engineering,

however, were the Incan buildings. They were made of stone that was cut and fit so perfectly that, in many places, it is impossible to insert a knife blade.

The Inca were also able to perform brain surgery, and they mummified the bodies of their deceased. Unfortunately, not much is known about the development of the wonders of the Incan society because the Incas had no writing system. Their records were kept on a *quipu*, a string with a series of colored knots, that could be read by only a highly trained few. The *quipus* were not translated for posterity when Francisco Pizarro invaded. Pizarro executed the Incan emperor, Atahualpa, in 1533, and the people scattered without their leader. The civilization was finally overcome--not by a natural disaster to which they had learned to adapt, but by a disaster they could never have imagined.

# *Instruction*

## **Day 1: Introduction to the Indigenous Civilizations of Hispanic America**

### **Interest Activation**

**Short role play** (in English) with volunteers reading their parts.

Characters: King P, Prince J (nephew), soldiers and people of X (aka X'ians); Lazpether, soldiers (all aliens); M (interpreter for aliens, X'ian traitor)

Setting: the kingdom of X, present day.

Synopsis: King P's land is being invaded by aliens under Lazpether's command. Lazpether and his soldiers speak an unknown language, are dressed strangely, and have far superior technology. They appear to be humanoid. The X'ians have a legend concerning their god ABC, who once lived among them but left, promising to return. The aliens are dressed like ABC, and Lazpether is assumed to be him. Lazpether quickly takes King P prisoner (King P does not fight against someone whom he considers to be a god). The X'ians revolt but King P is murdered. Prince J valiantly picks up the resistance, but he disappears mysteriously. Lazpether thus gains control, killing many of the X'ians. He forces the survivors to convert to Bubsheeism; those who refuse are immediately zapped with their "guns" (remote controls or similar items). Lazpether orders the dismantling of all religious buildings so that altars to Bubshee can be built on top of them. End scene: X'ians on knees before Lazpether, enslaved.

Students will be provided with a rough screenplay, including stage directions and directions for voice inflections. Props and costumes will be provided.

### **Affective Discussion of Role Play**

Sample questions:

- What did you think when you saw the aliens for the first time?
- After you saw what they could do with their technology ("guns"), were you (as X'ians) intimidated?
- How do you feel about their treatment of the X'ians? Why?
- Whom did you admire, if anyone? Why/why not?



Whom did you dislike, if anyone? Why/why not?

If I tell you that the X'ians practiced slavery, does that change your reaction to their conquest?

What about if I tell you that they practiced human sacrifice as a fundamental part of their religious beliefs?

Did the X'ians deserve to be shown the one true way, the way of the Bubshee religion and lifestyle?

How do you feel about the aliens knowing that yes, they converted the X'ians, but then enslaved them and were extremely cruel to them?

**Do you feel that the aliens had a right to conquer the X'ians?**

### **Persuasive Writing Assignment**

Following page.

Spanish--Srta.Lewark

Nombre\_\_\_\_\_

Date assgt. given\_\_\_\_\_

Date assgt. due\_\_\_\_\_

**Writing Assignment #1**

On this sheet, write a **two paragraph** answer in English to the following question: **Given what you were told about both civilizations, do you believe that the aliens had a right to conquer the X'ians?**

Be sure to answer "yes" or "no". Explain your answer--your purpose is to convince your audience that your opinion is the *only* correct one. The aliens were **either** right **or** wrong. Your ideas are important! (This paper will be placed in your final portfolio **and** it will be displayed, so use another sheet for your rough draft.)

## Day 2: Introduction to the Indigenous Civilizations of Hispanic America

### Peer Reactions/Editing of Writing Assignment #1

Exchange of homework: Students will sit in a circle and randomly exchange their homework. Each student's paper will receive the comments of five other students. Comments (on an attached blank sheet of paper) should include a simple "yes" or "no" answer to whether the reviewer was convinced by the paper (indicates accomplishment of purpose); at least one comment on the strengths of the paper; and at least one comment on the needs of the paper. Papers should be returned; any questions should be handled now.

### Discussion of the Black Legend

Discussion of the writing assignment's connection to the Black Legend will follow the peer editing. Students should realize that no historical event is as cut-and-dry as it is sometimes portrayed. While the *indios* suffered a great loss of population, religion, and way of life, they were given new technology, a new religion and a new language that, today, dominate and unite Hispanic America.

### Relation of Role Play and Assignment to the Unit

Ask students to orally state any relationship between the role play and any historic events of which they have knowledge. If necessary, give them hints (eq: Western Hemisphere, 1492, etc.). When students have made the connection, ask them how this new knowledge affects the opinions they expressed in the writing assignment.

Evenly divide the class into teams, then reveal the following terms on the board or on a transparency. Each team must divide these terms into logical groups. This grouping will help the teacher assess their prior knowledge.

Fray Bartolomé de las Casas  
Tenochtitlán  
Incas  
Perú

Machu Picchu  
Cuauhtémoc  
Quetzalcoatl  
México

Pizarro  
Atahualpa  
The Black Legend  
Cortés  
Aztecs

Cuzco  
Huascar  
Spain  
Mocteczuma  
el Inca Garcilaso de la Vega

Each team will go to the board and copy their groupings. Comparisons will be made--there is no *one* right way to group these terms. For example, Cortés may be grouped either under "Spaniards" or "Conquerors" or "Aztec Empire."

Relate the characters in the role play to the correct historical figures and events. Remind them that the Spanish Conquest of the new world is often taught in terms of what the Spaniards did *to* and *for* the barbarous peoples of the New World. Briefly explain the Black Legend, emphasizing that the writing assignment was the equivalent to the world's evaluation of Spanish activity in the New World. Stress how overlooked the studying of these indigenous peoples is. The two great Latin American civilizations surviving at the time of the Conquest, the Aztec and the Inca, were highly developed and are worthy of study in a high school Spanish program.

### **Importance of Note taking**

Remind them that note taking will be extremely important and must be written in the class notes section of their working portfolios. Students should be encouraged to ask questions and take chances. Many indigenous words and practices are difficult for us to comprehend, and students **MUST** ask if they do not understand.

### **Reading Assignment #1**

**Before reading activity:** Fact storm about the Latin American indigenous groups. Terms will probably include: human sacrifice, warriors, Andes mountains, desert, gold, ruins, etc. Add terms that stress advancement: irrigation, terrace farming, road system, tributes, canals, swamp farming, religion, animal images, concept of zero, calendars, stone-fitting, hieroglyphic writing, etc. This will work to activate the students' metacognition. This information will be used later to create a web of facts about the indigenous cultures. For an example of a web of facts, see page 49 of this unit.

**During reading of the USA-Mexico Culture Capsules** [see following page (23)]. The students' purpose for reading will be to find the main differences between the indigenous peoples of the United States and Mexico. These differences include populations, legal rights, social stratification, attitudes towards the indio peoples, etc.

**After reading activity:** Ask if any students are of Native American ancestry. Discuss the concept of *mestizaje*, which is the blending of native and European races, religions, and ways of life. Discuss how the Anglo-Saxons of North America tended to bring their families with them, while the Spanish came primarily to seek fortune, and so were alone. The Spanish would marry and have children with the native women, thus creating the *mestizo* subrace.

### **Extra Credit Opportunities**

Students might do Activity #1 on p. 24 of *USA-Mexico Culture Capsules*.

As another extra credit activity, students might research and compare the legal status of Native Americans in both countries.

Thirdly, students could compare the population of Native Americans in both countries to the populations of states so that they might get a better understanding of the numbers.

# "la raza"



## culture capsules



USA

From earliest times the American Indian has been considered "primitive" and has been harassed, downtrodden, and dispossessed of his lands. Within recent times, however, efforts have been made to rectify some of the wrongs perpetrated on the Indians. Educational opportunities have improved, and attitude changes are appearing. Nevertheless, the Indian still has considerable ground to cover before achieving just acceptance and fellowship into the American culture and enjoying social and political equality.



MEXICO

Mexican schools make a special point of teaching the glory of the indigenous Aztec and Mayan civilizations. The Indians are proud of the heritage and culture of their race and their statesmen and heroes, such as Juárez and Hidalgo, are lauded and exalted. Indians in Mexico have full and equal fellowship in rights and opportunities. Racial differences are played down and little distinction in acceptance is made between a back-country Indian and one of full social acceptance in urban centers.

### DETAILS

Spaniards brought few of their own women on their conquering forays to the New World, and this resulted in a great intermingling of blood in Mexico. American immigrants on the other hand, brought their own women and families and rarely took Indian women as wives. Though the Spanish enslaved many Indians for decades, the racial mixture was strong enough to prevail, and for 160 years Mexican Indians have exerted a strong influence on the social and political life of their country. The Indian people of Mexico are 75 times more numerous in their country's population than are Indians in the USA. As a result, many important threads of the Indian civilization are woven deeply into Mexican culture. Today, Mexican Indians constitute 30 percent of the entire population of Mexico, with another 60 percent having varying degrees of Indian blood; only 10 percent are of pure Caucasian descent. By contrast, Indians in the U.S. constitute considerably less than one percent of the population and exert almost no influence in national affairs.

# lets relate it

1. Read the selection below entitled "Los Aztecas" (from a third-grade Mexican textbook). Give the main reason why you think Mexicans are proud of the founding of their capital city. Also list the names of the two figures after whom it was originally named.
2. Translate into English (or copy in Spanish and memorize) the caption under "El Escudo Nacional" below.
3. Look up "Mexico" in the *World Book Encyclopedia*. Read the first three paragraphs under the heading "Mexico/People," and find the main reason (stated) why Mexicans are proud of their race.



El águila simboliza la fuerza y la nobleza; la serpiente, la maldad y la infamia; el nopal es el suelo mexicano.

## Octubre

DOM	LUN	MAR	MIER	JUE	VIER	SAB
● Domingo Día 26	☾ Luna Creciente Día 4	1 San Remigio	2 San Andres	3 Santa Teresita	4 San F. de Asis	5 San Plácido
6 San Bruno	7 San Marcelo	8 Santa Brígida	9 San Dionisio	10 San F. de Borja	11 San Nicolas	12 Día de la Raza
13 San Eduardo	14 San Calisto	15 Sta. Teresa de J.	16 Sta. Eduwigis	17 Sta. Margarita	18 San Lucas	19 S. Pedro de A.
20 San Feliciano	21 San Hilarión	22 Santa Salomé	23 San Servando	24 San Rafael A.	25 San Crisanto	26 San Evaristo
27 Cristo Rey	28 San Judas T.	29 San Narciso	30 San Cesario	31 San Nemesio	☾ Luna Llena Día 12	☾ Mesquente Día 18

## LOS AZTECAS

Los aztecas fueron los últimos nahuatlacas que se establecieron en el Valle de México.

Como las otras tribus, ésta vino del norte, de un sitio llamado Aztlán, que significa lugar de garzas.

En su peregrinación para encontrar sitio donde establecerse, llegaron a Tula. Allí, el contacto con los toltecas les comunicó conocimientos que no tenían.

Pasaron después al Valle de México, donde entablaron relaciones con los acolhuas de Texcoco y los tepanecas de Azcapotzalco. Estos últimos los trataron como a esclavos.

Pero tenían una esperanza: sus dioses les habían ordenado que cuando llegaran al sitio donde un águila estuviese devorando una serpiente, debían poner fin a su peregrinar y establecerse allí.

activity sheet

## **Day 3: Indigenous Civilizations of Hispanic America**

### **Web of Facts about the Aztecs**

Have students fact storm a second time. Their lists should now include some of the teacher-generated facts from the previous class. This web should be left on the board and added to each day, as the students learn more about the civilizations. Students should also reserve a page in their class notes section of their portfolios for this growing web. Later, another page will be devoted to a web for the Inca civilization.

### **Listening Activity #1**

**Before listening activity:** The web will reactivate students' prior knowledge.

**During listening to the video *500 Nations*:** (see following page). The students will fill out the study guide. They should also quickly jot down any questions they may have.

**After listening activity:** The students will trade their study guides and grade them by consensus to the correct answer. This will count for 40 points.



Spanish--Srta. Lewark

Nombre \_\_\_\_\_

Date assgt. given \_\_\_\_\_

Date assgt. due \_\_\_\_\_

**Content Literacy Guide #1**

DIRECTIONS: Fill in the blanks, circle the correct answer, or write a short (5-10 word) answer as needed. You will need to pay close attention to the video in order to complete this worksheet. If you are unsure of the spelling, try your best. Questions have been divided into sections to help you.

**INTRODUCTION**

1. How much of the continent's population lived in Mexico? \_\_\_\_\_%
2. What civilization had "the most powerful military empire" in our continent's history? \_\_\_\_\_

**VALLEY OF MEXICO, 1519**

3. Who was "the most powerful man in the world"? \_\_\_\_\_
4. The city of Tenochtitlán had \_\_\_\_\_ million people.

**VALLEY OF MEXICO, 650 A.D.**

5. What city was known as "the home of the gods"? \_\_\_\_\_
6. The civilization that lived there was known for its:  
a.) science b.) military c.) industry or d.) music
7. The city of Tollan was home to what civilization? \_\_\_\_\_
8. This civilization was not known for its military, but "through the \_\_\_\_\_ force of their teachings."
9. A priest with the same name as the god \_\_\_\_\_ was exiled.  
He sailed off into the Gulf of Mexico but promised to return as a savior for his people.

**RISE OF THE AZTECS**

10. Who were Mocteczuma's ancestors? \_\_\_\_\_
11. Were these people native to the central Mexican plain? yes no
12. The other civilizations considered them barbarous, and forced them into \_\_\_\_\_.
13. These people became professional \_\_\_\_\_ and worked for other groups until they became more powerful.
14. What was the prophetic sign for which they had been waiting? Where did they see it?
15. List at least two things the people did to make Tenochtitlán more hospitable.
16. After defeating their neighbors, the people renamed themselves the Aztecs after their home city, \_\_\_\_\_.
17. List at least two things the Aztecs required as tribute from the peoples they conquered.
18. The "eternal struggle" was the struggle between life & fertility versus \_\_\_\_\_ & \_\_\_\_\_.
19. The Aztecs believed their destiny was to \_\_\_\_\_  
\_\_\_\_\_.

**THE INVASION OF MEXICO, 1519**

20. The Spanish arrived on which coast: a.) Pacific b.) Gulf
21. What priest was believed to be returning? \_\_\_\_\_

22. Who helped the Spanish defeat the Aztecs?  
a.) the English b.) the tributary states c.) the mestizos d.) the Maya
23. What did the Spanish want most from the New World? \_\_\_\_\_
24. Cortés had only \_\_\_\_\_ men, and he burnt his ships so that none of them could flee.
25. Mocteczuma did/did not attack the Spanish.
26. How many defenseless Tollulans did the Spanish massacre? \_\_\_\_\_

### **THE FALL OF THE AZTEC**

27. Despite this, Mocteczuma welcomed Cortés and his men into Tenochtitlán. How did Cortés respond?
28. What member of the royal Aztec family is now considered a national hero for his brave struggle against the Spanish? \_\_\_\_\_
29. What happened to the Aztec temples and places of worship?
30. Where did the Spanish decide to build their own city?

**You made it!**  
**!Buen trabajo!**

## **Day 4: Indigenous Civilizations of Hispanic America**

### **Web of Facts**

Students will "fill in the holes" created in the web overnight, reactivating their knowledge.

### **Content Literacy Guide--Grading**

Students will randomly trade study guides, and will then be randomly teamed. Each team will try to reach a consensus as to the correct answer. When all groups have finished, the entire class will share their answers. Papers will be returned to owners, then turned in for recording. Any questions will be handled during the whole class review.

### **Reading Assignment #2**

**Before reading activity:** The webs and the grading of the content literacy guides will activate prior knowledge and interest. Students should look at pages 340-341 in their texts. A map of Mexico is shown. Mexico has 31 states, and just like the states in our country, each region has its own identity.

**During reading of *!Ya verás!*** : The students will be randomly paired to translate the selection. They must work through the selection at least three times: the first time, to understand the main ideas of each paragraph; the second, to comprehend the main ideas of each sentence; and the third time, to comprehend each word.

**After reading activity:** Students will answer the true or false statements at the end of the selection. As a whole, the class will then orally read and translate the selection. They will then add any new information to the webs in their working portfolios. This new information will be added to the chalkboard web the following class.

### **Preliminary Work on Mural Theme**

As a relaxing activity, students will listen to some Aztec or other Hispanic American indigenous music. They will brainstorm possible themes for the classroom mural. They will be reminded that every student will be involved in the actual painting of the mural, not just

the "artistic" students. They will be encouraged to remember some of the scenes from the *500 Nations* video, including the virtual reality scenes of the interior of an Aztec home. They may flip through their textbooks, or some other reference materials available throughout the room. By the end of the week, each student must submit at least five possible themes for the mural in order to receive ten points.

# Primera etapa

## El mapa de México



## Cultural Context

La Avenida de la Reforma, pictured on p. 328, contains many of the most expensive hotels and restaurants in Mexico City. The avenue also borders on the city's famous **Zona Rosa**, where most of the fashionable shops and restaurants are found.

## Etapa Support Material

WORKBOOK: pp. 237-242


TRANSPARENCY: #43

QUIZ: Testing Program, p. 186

VIDEO: Tape 3, Program 5, Parts 1-6

VIDEO GUIDE: p. 43

**Support material, El mapa de México:**  
Transparency #43

Ex. G:  *put work*

Support material, Las regiones culturales de México: Transparency #44

### Prereading

Have students discuss in English the administrative and political divisions of the United States. Introduce the word *estado*. Point out that Mexico is divided into 31 states.

### Reading Strategies

Remember that students should be reading first for comprehension and second for detail. Vocabulary and unknown structures should be treated receptively.

It might be helpful to remind students that they should not be trying to decipher every word, but should look at the meaning of a whole sentence or paragraph.

Ask the students to read the selection as homework, telling them to write down two or three principal ideas in English for discussion. Or ask them to write a series of questions based on the reading that they will then ask their classmates.

### Cultural Expansion

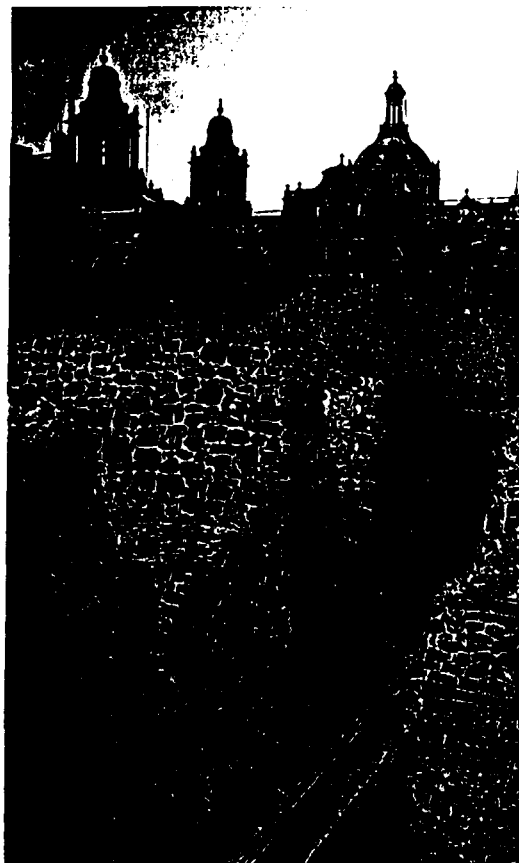
As students examine the photo of an Aztec temple, explain to them that Mexico City is the oldest capital in North America and is built upon the remains of Tenochtitlán, the ancient Aztec capital. Because parts of Mexico City are constantly being demolished and rebuilt, many Aztec ruins have been unearthed. One of the city's subway stations is built around the ruins that were discovered during its construction.

G. Preguntas Using the cues, ask a classmate questions. Be careful of the tense you use. Work with a partner and follow the model.

MODELO: cuándo / ponerse nervioso  
—¿Cuándo te pones nervioso(a)?  
—Me pongo nervioso(a) cuando tengo un examen.

1. cuándo / ponerse el suéter
2. dónde / poner las bebidas para la fiesta mañana
3. por qué / ponerse nervioso(a) cuando jugar al golf
4. a qué hora / poner la mesa esta noche
5. cuándo / ponerse su ropa favorita
6. cuándo / ponerse furioso(a)
7. cómo / ponerse cuando su equipo favorito perder un partido de fútbol

### Lectura: Las regiones culturales de México



Excavación de un templo maya,  
México, D. F.

Los treinta y un estados de México en realidad forman seis diversas regiones culturales. Cada región tiene sus *costumbres*<sup>1</sup>, su folklore y su identidad bien definida. Por ejemplo, la antigua civilización maya ocupó los estados de Yucatán, Quintana Roo, Campeche, Tabasco y Chiapas. La gente de esta región sabía usar el número cero antes de la llegada de los españoles. Su precisión matemática y sus conocimientos de la astronomía eran tan avanzados que ya tenían un calendario más preciso que el europeo.

Otro ejemplo de una región importante es el Altiplano Central. Varias civilizaciones *construyeron*<sup>2</sup> aquí una de las ciudades más importantes del *mundo*<sup>3</sup> antiguo, Tenochtitlán, hoy la gran ciudad de México. Aquí fue donde vivieron los grupos de mayor *poder*<sup>4</sup> en la historia mexicana, como los toltecas y los aztecas. Eran arquitectos de gran imaginación que construyeron maravillosas pirámides y templos. También eran *guerreros feroces*<sup>5</sup> que dominaban a todos los pueblos de la región. Practicaban el sacrificio humano para mantener la continuidad del tiempo y el movimiento del sol. Los estados que ahora están en esta región son Querétaro, México, Morelos, Puebla, Hidalgo y Tlaxcala.

Todavía hay una fuerte identificación con las tradiciones de esas antiguas culturas, inclusive con las lenguas maya-quiché y náhuatl, entre otras lenguas, que mucha gente de las regiones todavía habla — en algunos lugares más que el español.

<sup>1</sup>customs   <sup>2</sup>constructed   <sup>3</sup>world   <sup>4</sup>power   <sup>5</sup>ferocious warriors

Cuando llegaron los españoles en 1516 empezó una larga época en que México era colonia de un vasto imperio europeo. Hubo muchos conflictos entre las *creencias*<sup>6</sup> de los pueblos *indígenas*<sup>7</sup> y las ideas de los representantes de la España imperial. *Sin embargo*<sup>8</sup>, se *mezclaron las razas*<sup>9</sup> y las generaciones siguientes vieron una nueva combinación de elementos positivos y negativos. Esto resultó de la turbulenta interacción de grupos muy diferentes durante el comienzo de la colonización europea del "Nuevo Mundo".

En fin, México tiene una diversidad geográfica, lingüística y cultural. La identidad del mexicano tiene su base, en gran parte, en la suma de varias culturas que le da a la nación un carácter contrastante y creativo.

<sup>6</sup>beliefs <sup>7</sup>indigenous <sup>8</sup>Nevertheless <sup>9</sup>the races were mixed



## Ejercicios de comprensión

### H. Comprensión del texto: ¿cierto o falso?

Decide if the following statements about the cultural heritage of Mexico are true or false. If a statement is false, correct it.

- En total, los 31 estados de México ocupan ocho regiones culturales diferentes.
- Los mayas tienen fama porque eran grandes matemáticos.
- Los grupos de mayor poder en la historia mexicana son los toltecas y los aztecas.
- Hoy, muy poca gente habla lenguas indígenas en México.
- Las razas indígenas y europeas se mezclaron con el tiempo.
- La llegada de los españoles en el siglo XVI fue bastante pacífica (*peaceful*) y muy positiva.
- En general, es evidente que hay muchas diferencias culturales en México.



Ex. H. pair work writing

### Answers, Ex. H

- falso. Hay seis regiones culturales diferentes.
- cierto.
- cierto.
- falso. Mucha gente todavía habla lenguas indígenas.
- cierto.
- falso. Hubo muchos conflictos entre los indígenas y los españoles.
- cierto.



## **Day 5: Indigenous Civilizations of Hispanic America**

### **Web of Facts Knowledge--Pop Quiz**

The chalkboard web will be covered or erased. Students will be presented with the following paper that covers the Aztec civilization. It will be worth forty points.

### **Reading Assignment #3**

**Before reading activity:** The pop quiz will reactivate knowledge.

Students will be asked about the flag of the United States. What color is it? What do they know about why it has stars and stripes? Are the colors, stars, and stripes significant? If yes, how? Page 349 in the *!Ya verás!* text features the Mexican flag. The reading selection answers questions similar to the ones just asked about the American flag.

**During reading of *!Ya verás!*:** Students will be randomly paired to translate the selection. Again, they must read it at least three times.

**After reading activity:** Students will answer the "Comprensión del texto" questions together in the pairs. The class will orally read and translate the selection. Students will then work on "Sobre las palabras." Numbers 1-4 will be collected for a participation grade of ten points. Students will then be provided with construction paper, scissors, markers, and glue to make illustrations of the Mexican flag. These will be displayed throughout the room.

### **Extra Credit Opportunities**

Students may create crossword puzzles, word searches, or bingo cards using their new knowledge of the Aztec civilization. Students may also receive extra credit (up to fifteen points) for coming in during study hall to work on the artwork for the mural.

### **Homework Collection**

The five ideas for the mural theme will be collected as students leave.

Spanish--Srta. Lewark

Nombre \_\_\_\_\_

Date \_\_\_\_\_

**POP QUIZ--AZTEC WEB OF FACTS**

DIRECTIONS: Look over these fill-in-the-blank sentences. Answer them to the best of your ability. Each blank indicates *no more* than *two* words. When you have finished, review your answers. If you are absolutely certain your answer is correct, write the number 2 to the left of the sentence. If you are unsure your answer is correct, write the number 1 to the left. If you know that you guessed wildly, write the number 0 to the left. Example: 2 A.) The heir to the throne of England is Prince Charles.

- \_\_\_ 1. The Aztec king at the time of the Conquest was \_\_\_\_\_.
- \_\_\_ 2. The Aztec language was called \_\_\_\_\_.
- \_\_\_ 3. The Aztecs practiced \_\_\_\_\_ so that the sun would continue to rise each day.
- \_\_\_ 4. The Aztec capital was \_\_\_\_\_.
- \_\_\_ 5. The national hero of Mexico is \_\_\_\_\_.
- \_\_\_ 6. The \_\_\_\_\_ says that the Spanish were extremely cruel to the Indians, and that the Conquest was illegal as well as immoral.
- \_\_\_ 7. The legend of \_\_\_\_\_ aided Cortés when he entered the Aztec city.
- \_\_\_ 8. The Aztec people were known as good \_\_\_\_\_; every man was trained from an early age.
- \_\_\_ 9. Many excavations in modern day \_\_\_\_\_ have uncovered more ruins of the Aztec capital.
- \_\_\_ 10. "\_\_\_\_\_" is the Spanish word for the mixing of the Spanish with the indigenous.

## Lectura: La leyenda sobre la fundación de México

Fue en el principio del principio cuando el cruel Huitzilopochtli, dios de la guerra, viajó lejos para fundar un reino para su gente. Con el paso del tiempo, una banda de fugitivos salieron en busca de Huitzilopochtli y un lugar en donde vivir. Se llamaban "aztecas" y decían que eran el pueblo especial del violento Huitzilopochtli. Creían que a su dios le gustaba el corazón y la sangre de los seres humanos y por eso le ofrecían sacrificios humanos. Sólo así, pensaban, podían continuar el tiempo y la salida del sol cada día.

Después de caminar por muchas tierras, estos guerreros aztecas llegaron al fértil valle de Anáhuac donde vivían los mexicas cerca del gran lago de Texcoco. Cuando los aztecas se acercaron al lago, vieron un islote en el agua. En ese islote había un hermoso nopal de grandes hojas ovaladas y flores coloradas. Encima del nopal, ante los ojos asombrados de los aztecas, una poderosa águila luchaba con una enorme serpiente. Todos miraron callados y luego oyeron a sus sacerdotes proclamar que ése era el lugar preparado para ellos por Huitzilopochtli.

Tal es la leyenda. El hecho es que en el siglo XIV, sobre ese mismo lago de Texcoco, los aztecas construyeron la gran ciudad de Tenochtitlán, que hoy en día es la ciudad de México, la capital de la república. El nopal con el águila y la serpiente, el símbolo azteca, ahora es el símbolo nacional de México. Aparece en la moneda nacional, en los sellos oficiales, — y en el centro de la bandera verde, blanca y colorada.

war / to establish a kingdom  
in search of

heart / blood

warriors

lake

small island

cactus

astonished

powerful eagle was fighting

silently / priests

legend / fact

coin / stamps  
flag



## Reading Strategies

Have students first skim the text to get the main idea, then scan it to find the information required in Ex. G on page 350. Follow this up with the activities suggested in Ex. H for further analysis.

## Answers, Ex. G

1. the Aztec god of war
2. He founded a special kingdom for his people to live in.
3. the mexicas
4. a small island in the middle of a lake with a huge cactus plant, on which an eagle was struggling with a large snake
5. that this was the place set aside for them by their god Huitzilopochtli
6. the great city built by the Aztecs on the site of the lake
7. a cactus with an eagle and a serpent

Exs. H and I: ▲ pair work

## Cooperative Learning

### Ex. I: Group Itinerary

- Put students into heterogeneous groups of four and explain to them that they are going to plan a trip to Costa Rica together. They may divide the planning as they wish, provided that each student participates equally. Explain to the class that each team will share its itinerary with the class and that they may put it in any form they wish (an ad, a written report, a poster, an overhead transparency, a bulletin board display, etc.).
- Give students time to plan their itineraries. Direct the groups to share their itineraries with another group.
- Call on students at random to describe another group's itinerary.

## Ejercicios de comprensión

G. **Comprensión del texto** Answer the questions in English according to what you learned from the **Lectura**.

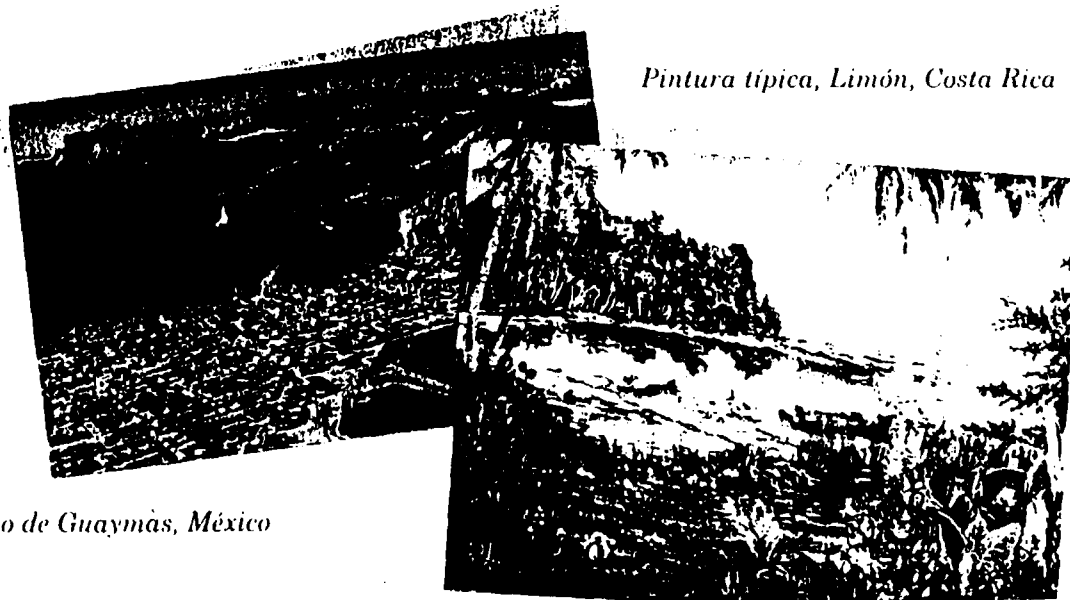
1. Who is Huitzilopochtli?
2. What did the Aztecs believe about Huitzilopochtli?
3. Who lived in the valley of Anáhuac?
4. What did the Aztecs see when they got to Lake Texcoco?
5. What did their priests tell them?
6. What is Tenpchtitlán?
7. What is the national symbol of Mexico today?

H. **Sobre las palabras** Work with a partner to complete the following tasks.

1. Make a list of all the cognates you recognize in the passage.
2. Read aloud as many adjectives as you can find.
3. Name any living creatures and plants that are mentioned.
4. Read aloud the names of the people and places in the reading. How do they sound to you? Similar to English? Different?
5. Draw a small representation of Mexico's national symbol and then describe it in Spanish.

## ¡Adelante!

- I. **Un viaje interesante** Tell a classmate about the last trip you took. Where did you go, how did you get there, what did you see and do, what was the weather like, etc.? Try to use the preterite correctly throughout your narration.



*Pintura típica, Limón, Costa Rica*

*El puerto de Guaymas, México*

## **Day 6: Indigenous Civilizations of Hispanic America**

### **Web of Facts--Pop Quiz Returned**

Students' papers will be returned. Answers will be discussed and questions handled. Correct answers were worth 2 points; students receive the value they themselves assigned to their certainty. (Students should know this basic information by this point.) Students will then reconstruct the chalkboard web of facts.

### **Selection of Mural Theme**

All the collected mural themes will be typed onto one sheet. Students will then vote on the most appropriate theme. Results will be announced by the end of the class period.

### **Introduction of the Inca Civilization of Peru**

**Before listening activity:** Students will have their knowledge reactivated by the review of the quiz and the web.

**During listening to the *Time-Life Lost Civilizations: the Incas* video:** Students will complete the following study guide.

**After listening activity:** Students will be asked to reach a consensus as to the correct answers. Papers will not be collected.

### **Student Discussion**

In groups of five, students will be asked to look for similarities and differences between the Aztec and Inca civilizations. They will create a "T" chart on bulletin board paper and will use markers to make their lists. These charts will be displayed throughout the room. For an example of a "T" chart, see page 49 of this unit.

### **Creation of a Web of Facts**

For the remainder of class, students will work on creating a new web for the Inca culture.

Spanish--Srta. Lewark

Nombre \_\_\_\_\_

Date Due \_\_\_\_\_

**Content Literacy Guide #2**

**DIRECTIONS:** Fill in the blanks, circle the correct answer, or write a short (5-10) word answer as needed. You will need to pay close attention to the video in order to complete this worksheet. If you are unsure of the spelling, try your best.

1. Who won the civil war? \_\_\_\_\_
2. List as many of the natural obstacles as you can.
3. How long did the Incas rule? 50 yrs. 100 yrs. 200 yrs. 1000 yrs.
4. How many miles did the runner messangers cover every day? \_\_\_\_\_
5. The Inti, the god of \_\_\_\_\_, was their spiritual father.
6. The alpaca and the \_\_\_\_\_ were domesticated for their wool and for their meat.
7. What was their most important crop? corn potatoes turnips lettuce
8. What did the Spanish call the terraced fields? Los \_\_\_\_\_
9. Did the Incas leave a written record? yes no
10. The people honored their leader as a \_\_\_\_\_.
11. Ancestral veneration means:
12. What did they do to the bodies of their deceased leaders?
13. By how many years does this process predate the Inca? \_\_\_\_\_

14. Only the poor had their skulls deformed. true false
15. Remarkably, about \_\_\_\_\_% of the patients who underwent skull surgery survived--a true medical miracle.
16. It has been proven that the Nazca lines are landing strips for aliens.  
true false
17. List as many shapes of the lines as you can.
18. How many men did Pizarro have? \_\_\_\_\_
19. How many Incas were massacred by the Spaniards? \_\_\_\_\_
20. Atahualpa proposed a large ransom of priceless gold treasure for his release. Did he raise enough? yes no
21. What happened to Atahualpa?
22. What was done with the ransom he raised?